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ABSTRACT

Development of an Outward Bound program for the Colorado Springs School District was divided into seven phases covering nine years. Phase I (1967-1969) was a feasibility study at the community level, using professional Outward Bound staff. During Phase II (1970-1971), an organizational plan was developed that involved students, teachers, and administration, all of whom participated in some Outward Bound experiences. A central coordinating committee set preliminary goals and provided coordination. Curricula combined traditional cognitive academic learning with outdoor wilderness activities. Phase III (1972-1973) stressed faculty development. Teachers visited other outdoor experiential education programs in Colorado as part of a Program Development Clinic. In an Advanced Leadership Clinic, skilled and versatile teachers were instructed in training skills to enable them to train other teachers. During Phase IV (1973-1974), model programs were developed at two high schools and one junior high school. During Phase V, a group of 30 administrators, principals, teachers, counsellors, parents, and students was chosen to give feedback on outdoor experiential education, to assess the program. Although there was some criticism at the educational level, the prime criticism was organizational. A set of objectives evolved from the assessment. Phase VI was a proposal for an institutional support system. The focus of Phase VII was a project development model. (CM)

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A Report to the
El Pomar Foundation

November 10, 1975

The Schools Discover OUTWARD BOUND:

COLORADO SPRINGS SCHOOL DISTRICT 11 EXPERIENTIAL EDUCATION PROGRAM 1968-1975

By Joseph J. Nold
President of Colorado Outward Bound

RC 012555

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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ACKNOWLEDGMENTS:

In 1967 The El Pomar Foundation made a grant to the Colorado OUTWARD BOUND School to develop a program for young people in El Paso County adapting the concepts of OUTWARD BOUND to the community setting. The grant was renewed in 1970 and again in 1973. Without such generous support and the confidence that it symbolized in a still largely unproven educational idea, and the people attempting to implement it, the development of this project would have been impossible. We are deeply indebted to the brothers Russell and Thayer Tutt for their act of faith.

We are also indebted to the professional pioneers in this endeavor. In the early days of a new venture when the direction was diffuse and the horizon not clear men such as Austin "Jack" Dempsey, "Rusty" Bailley and Jim Koons provided energy, charisma, ideas and all the qualities required of creative leadership. Fredrick "Rick" Medrick, Mike Lowe, Jim Kielsmeier, Vic Walsh and others provided professional leadership on individual projects. It was Dr. Robert Godfrey that lent the project structure and continuity, its first evaluations including a doctoral dissertation during the three years of his personal involvement. Mark Onesty researched the files for much of the information on which this report is based.

The seed would not have germinated had it not fallen on fertile soil. Dr. Thomas Dougherty saw the potential of such a program and supported the early experimentation. Dr. Calvin Frazier, then Deputy Superintendent, later to become the Colorado State Commissioner for Education was personally involved in many of the early professional staff development experiences and created an organizational structure for program development. He more than anyone convinced us that if institutions were to change it had to begin with

changes in the lives of people, and that OUTWARD BOUND experiences had this potential for teachers and administrators, as well as students. Without this conviction, little of what has been reported here could have happened. A number of administrators lent their support: Dr. Donn Kesselheim, Dr. George Dalgleish, Dr. Ron Walden, principal of William Mitchell High School, Dr. Bill Dean, principal of Wasson High School, Jim Itell, principal of Washington Irving Junior High School and many others who were equally supportive behind the scenes. The dedication, long hours and constant urging of Dick Robinson was particularly vital to the nurturing, supporting and implementing of many of these programs.

In the first analysis it is the teacher who is going to make a difference if any change is to take place in education. The group of teachers who gravitated to the OUTWARD BOUND faculty development programs were an energetic, creative and dedicated group of professionals. They developed the programs, put them into effect and nurtured them to fruition. There are too many names to list, but several keep surfacing through the miriad of reports and minutes of committee meetings: Ron Gager and Gary Fornander, two of the pioneers of the Mitchell High School Senior Seminar, Mark Buswell, Sam Dunlap, Larry Friedricks, Peggy Fuhr, Bill Hart, George Hart, Peter Kokanson, Bob Mann, Mel Matis, Marge Millspaugh, Laurie Mohler, John Morris, Nancy Pardee, and Roger Schoenstein, to mention but a few.

These are the heroes and heroines, both sung and unsung, who put in countless hours filled with the excitement of a new idea and mixed with the frustration of trying to make something work in a setting not designed to support this type of education.

I haven't talked much about students, but that is primarily because our professional involvement was largely with staff development. But one

name stands out for the earliest years when the concept was totally untried, Mackie Johnson. Mackie was an intelligent young black with miserable grades and a history of failure; but through it all he generated vitality, exuded energy, understanding and compassion. I remember his pride on beating me in the five mile marathon on the first outdoor challenge course; he had never run anywhere in his life, except perhaps to evade the police. I remember too the time he spent and the frustration he incurred sweating away at basic reading and mathematics, so he could get a General Education Diploma. He organized the first Black Awareness Society, as an alternate to the venom and hostility then being voiced by the Black Panthers. He stood between the police and the angry crowd of young blacks assembled in front of Palmer High School in the days after the Martin Luther King assassination. It was Mackie more than anyone that convinced us that there are indeed other ways of acquiring an education, of gaining entry into the adult world, that the values and concepts of OUTWARD BOUND had something to say to that process, and that the body of knowledge, Man's accumulated wisdom, we call curriculum, can be blended with some of the more ancient and traditional styles of learning, the world of experience.

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Can the concepts and values of OUTWARD BOUND be adapted to the community? What is the moral equivalent of the mountain in the city? These were the questions the OUTWARD BOUND staff sought to answer when funded by the El Pomar Foundation to develop OUTWARD BOUND adaptive programs in El Paso County. The answer nine years later is yes, with some qualifications.

The development process covered by these nine years is divided into seven phases. While they overlap, there was sufficient uniqueness in the problems encountered to merit separate examination.

Phase I: Feasibility 1967-1969

What can be done at a community level? What institutions are interested? Can young people be involved? Can OUTWARD BOUND concepts complement existing programs? This was the focus in the first years. Students, teachers and youth workers from Colorado Springs were sent to OUTWARD BOUND to develop a leadership cadre. Programs were developed with the Boys Club and in the second year with Palmer High School, centering on the problems of motivation and racial strife. Programs were run by OUTWARD BOUND professional staff. They ranged from recreational backpacking and skiing to a comprehensive program involving OUTWARD BOUND as a motivational thrust followed by intensive tutoring, auto mechanics and job placement. One group planned a holiday expedition to the desert in Mexico. The programs worked. They were well received by both students and the schools, the individuals involved benefited. The main shortcoming of the program design became very apparent however. When the professional OUTWARD BOUND staff was withdrawn the program collapsed.

Phase II: Demonstration 1970-1971

It had been shown that OUTWARD BOUND experiences could motivate the young, that interracial unrest could be defused, that lives could be enriched, and that such programs could operate from the base of a public high school or a private agency. But the existing models required the high energy and skill of professional OUTWARD BOUND staff. Could the schools develop this program capability themselves? Could faculty be trained? Could administrative support be developed to nurture such programs? This would require programs of a less spectacular nature that were more consistent with the skills and time availability of teachers. Could programs be developed that used the environs of Colorado Springs, that integrated classroom learning with OUTWARD BOUND activities?

The public school system, Colorado Springs School District 11 was chosen as the prime target for further development. They were receptive, had a degree of flexibility of resources, and were satisfied by early experimental programs. An organizational plan was developed that involved people from several levels: students, teachers and the administration.

How could more people learn about OUTWARD BOUND? And how does one legitimize it? The superintendent and his staff took part in an OUTWARD BOUND Educational Administrators River Trip to explore the purposes and practices of OUTWARD BOUND first hand experientially. This was followed by a succession of exposures for various core groups of administrators and staff and faculty: central administrators and high school principals, a group of counsellors drawn from the supervisory staff and the schools, art teachers, athletic coaches and groups chosen from across the district, representing different professional backgrounds

and biases.

A central coordinating committee was formed to set preliminary goals and provide some coordination. Initially an administrative group, it was broadened to include faculty. Eventually they became the Faculty Advisory Committee on "Outdoor Experiential Education", the name coined to describe these activities, couching them with sobriety and institutional respectability. Who could argue with a name like experiential education?

Faculty development opportunities were expanded. The Practicum in OUTWARD BOUND,a program for professional educators, run by the OUTWARD BOUND School in cooperation with the University of Colorado proved effective in motivating teachers, giving them in depth exposure to the basic experience, the methods and the values. Early research indicated the course was important to teachers both at a personal level and at a professional level. The teachers who attended became the leadership cadre at a peer level among faculty. Other training programs were initiated locally, on week-ends, over vacations in basic outdoor leadership skills and theme seminars in environmental studies, geology, creative writing that explored ways of using outdoor experience as a teaching vehicle.

Integrated Curriculum Studies designed, organized and led by teachers with their own classes were sponsored. These combined traditional cognitive academic learning goals with outdoor wilderness adventure activities modeled on OUTWARD BOUND. Environmental studies made an obvious integration, but also Colorado history based on visits to old ranches and old mining ghost towns, where getting there was an adventure and required all the planning and group organization of an expedition; snow physics and avalanch prediction in winter; creative writing, poetry and journalistic accounts built around the expedition log. The experience of solo led to

the study of primitive cultures, the vision quest and the attitudes of other cultures toward nature. The role of OUTWARD BOUND staff was merely to provide organizational backup and safety supervision.

By the end of this phase it had been demonstrated that OUTWARD BOUND activities did indeed have a place in the program in the public schools. Students were motivated by them. Teachers saw such activities as personally and professionally rewarding. The administration was willing to support them, at least to the extent of providing teachers with released time to be trained and to take students out. The program was rapidly becoming theirs, the teachers', the schools, the districts. OUTWARD BOUND involvement became less operational, and increasingly catalytic and consultant through involvement in planning and professional staff development.

PHASE III: Faculty Development 1972-1973

The response, the enthusiasm, the effectiveness of the early faculty development workshops led to an increased emphasis on faculty training. Teachers continued to attend the Practicum on OUTWARD BOUND on foundation scholarships. This is still the most effective and powerful training vehicle. But the renewed emphasis was on local training within the environs of Colorado Springs, and increasingly in so-called low risk environments: backpacking in the front range, orienteering, environmental studies, activities that teachers without experienced outdoor skills could manage and supervise. New environments were explored, the rivers, the desert, cross country skiing in winter months, and grasslands. In the fall of 1972, 74 teachers went through various forms of training, coming from 15 different schools.

A Program Development Clinic was held that arranged for teachers to visit other outdoor experiential education programs in the state of

Colorado: Balarat Center for Environmental Education, Denver Public School; Mountain View Center for Environmental Studies, Boulder; Colorado Outdoor Education Center, Florissant; East Denver High School Senior Seminar, an OUTWARD BOUND adaptive program. From this came a great spurt of program adaption, development and innovation.

The following year faculty development became more diversified and differentiated. An Advanced Leadership Clinic was run where the more skilled and versatile teachers were instructed in training skills in an effort to develop a cadre of trainers. This group then conducted a basic outdoor leadership clinic for teachers at an entry level. More of the training began moving indoors, curriculum development clinics were held to refine and enrich existing curriculum materials and to begin the development of a curriculum handbook. Resources for Experiential Learning, edited by Larry Haise was eventually produced.

It would be useful to do research on how effective the training has been, how teachers are doing things differently, what programs they have been able to initiate, how long programs have endured, what further training they see themselves needing.

PHASE IV: Model Program Development 1973-1974

What could teachers do with it? Given the heavy investment in training, would they in fact be able to apply their skills to the practical world of the school? Did they have the motivation, the power and the capability? Could they overcome the inherent rigidity of the system? Was there flexibility to introduce new programs? Would there be support within their school, from the principal and their colleagues? What support would the district be able to provide?

A number of programs were initiated immediately after the training period, in the glow of enthusiasm generated by the energizing experiences of OUTWARD BOUND. Outdoor clubs were set up in school, that ran weekend and vacation outings. Some teachers were able to get released time for themselves and students alike to develop programs that combined classroom academic content with outdoor experience. In some schools the affective goals of the outdoor experience pure and simple were acknowledged as having value in their own right and supported in affective human growth terms.

The district bought 100 sets of backpacking equipment. A resource center was planned to make curriculum materials available. Faculty committees were set up to develop policy in such areas as safety and to establish procedures for the handling of equipment.

Most of the programs were "add on" programs. If the teacher had the motivation and the energy, he was permitted to do it, although sometimes grudgingly. While most agreed that such experiences were good for students, some questioned what it had to do with schooling. Some faculty were skeptical, and indeed a few resented the intrusions on their teaching time and the disruptions of their schedule.

In three schools however, very significant innovations took place. Mitchell High School and Wasson High School both introduced a semester long experiential seminar for seniors. Led by a core group of dedicated teachers, with the active and strong support of their principals, the program involved from 50 to 80 students in their senior year, who had their graduating requirements out of the way, with three full time teachers, supplemented

by other teachers on a short term basis in a series of experiences involving field studies, work study, service study, the investigation of social problems, creative art and cultural experiences, self directed learning, maximizing community involvement, a balance between academic preparation or academic follow up with direct experience. The experiences are rich, rewarding, open new learning environments and raise a number of important questions about schooling and what education could and should be.

Washington Irving Junior High School developed another model that involved every ninth grader in a significant adventure experience necessitating teamwork, planning, challenge, the opportunity for self definition and the exercise of leadership. Expeditions went into the Grand Canyon, backpacked in the desert canyons of the west, ski toured along the front range of the Rocky Mountains, camped in old abandoned ghost towns from the Colorado gold rush days.

PHASE V: Assessment

Is it reasonable to expect a system set up to support one form of learning which is primarily cognitive, highly verbal, delivered in a structure that is largely sedentary, in discreet time blocks from eight in the morning to three in the afternoon, within four walls, called a classroom, to absorb and incorporate an educational style that is so different? Or are the conflicts so great that the concepts become irrelevant? Is it like a kidney transplant that is rejected by the parent body as a foreign object?

What sort of support has been forthcoming?

A goals committee has been constituted at a faculty level to incorporate experiential education goals with those of the district.

Backpacking equipment has been purchased, though many schools have been successful in purchasing their own gear through fund raising, community and parental support. Teacher released time has been provided to permit faculty to be involved in training, but less has been available for student experiences. It has been recommended that a district wide coordinator be appointed to provide better coordination, but in a period of tight budgets, it stands little chance of being approved. So the mood has been one of consolidation and assessment. Where do we go from here?

The first step was to find out what had really happened, how people viewed it, what was good about the program, what were its problems and should it be continued? Thirty (30) individuals, administrators (4), principals (4), teachers (12), counsellors (2), parents (4) and students (4) deliberately selected to include some people known to be not favorably disposed to the program were chosen to give open end feedback on outdoor experiential education. In the interviews there was little questioning of the validity of such activities, indeed a high degree of approval as an educational concept: it helped motivate students, they gained confidence, understood themselves better, developed initiative, helped them adjust better, improved teacher-student interpersonal relations, it got them away from T.V., it involved the parents in education, developed leadership, gave relevance, improved inter-racial understanding, developed self-sufficiency, responsibility, enhanced social skills, a good way to learn about the real world.

There was some criticism at an educational level: it is difficult to weave in as it is not basic to the schools, the staff is not sufficently

professional yet, goes against tradition, creates problems, difficult to fit in with the sequences of academic requirements, the awarding of academic credit is a problem, not a function of public schools, it de-emphasizes the value of competition, an inefficient way to learn--time/money, doesn't appeal to some students, hard to involve minority students, cognitive knowledge not learned well, gives school an atmosphere of play. But this was distinctly a minority view.

The prime criticism however was organizational: finances, lack of district support, resistance from teachers, teachers involved are cliquish and elitist, too expensive, insurance risks and liability, transportation needs, public acceptance, needs a lot of explanation to parents, many parents prefer traditional education, involved teachers have poor professional image, a heavy burden on teacher time, needs district coordinator, organization is poor, limited to a small number of students only.

The study further revealed that more data is needed before concrete decisions can be made. The most important question still unanswered is, what's happening? What is going on? There is little district wide coordinated activity, but a wealth of grassroots movement. From the beginning it was decided that the program would keep a low profile; it was not seen a supplanting existing educational programs. The tactics were those of guerilla infiltration rather than head on infantry confrontation, bottom up rather than top down. As a result most of the activity was generated from a building level, usually as a result of a few zealous and enthusiastic individuals. Indeed their enthusiasm and impatience has become a problem in some schools. Save us from the

zealots was a recurring theme among the more traditional administrators. Much more needs to be known about programs that have been developed, and the types of curriculum integration that has taken place. What sort of administrative and organizational mechanisms have been employed to gain program support? What do we know about the climate of support within buildings, at a peer faculty level, and at the administrative level. For instance, one building has been able to buy a school bus through the school district by showing that rental costs of smaller vehicles would support the purchase and maintenance. Another school had equipment donated by a nearby military base. In one, additional teacher released time was made available by building up a substitute bank; when a teacher took sick leave, he was replaced by an administrator or counsellor and the school was credited with one day of substitute time. In another school, teachers teamed to cover another's classes while he was on a field trip. On staff training programs, teachers were willing to give one day of a weekend in return for a day of paid leave on Friday, making two day training workshops possible. Numerous strategies have been worked out, informally, on an ad hoc basis, that affect the very fiber of the schools and the climate of instruction. It also became clear that not much could happen unless the principal was a supporter and provided leadership within the building and with the community. Much more needs to be known about such informal support mechanisms. In an era when budgets are caught between rising costs and declining enrollments, it is clear that new programs cannot be introduced that will cost the taxpayer more and pay the teacher less.

A series of meetings were also held with top administrative staff, principals and faculty who were personally involved in experiential educa-

tion, and the OUTWARD BOUND staff to gain a subjective view of the current situation. These facts seem clear. It is no longer feasible to fund programs that represent additional costs. "Add on" programs are not organizationally sound, and new programs that are planned need to be seen as replacing former programs that are no longer as effective. There is increasing competition for the educational dollar. Indeed, to hear some, education sounds like a depressed industry. Furthermore, experiential education should not be viewed as a program in itself, but rather as a process, a powerful method that can be integrated with other programs to make them more effective in attaining their educational goals. The reallocation of existing resources, both teachers' time and materials, and the integration and better utilization of existing resources needs to be more fully explored. Not enough has been done in exploring ways of applying the principles of experiential education and OUTWARD BOUND to the development of new program areas such as Special Education, Bi-cultural Education, areas that are currently being supported by federal and state development funds. The individual school building seems to be the level at which the most significant development has taken place; an energetic and dedicated faculty supported by a principal capable of providing leadership. This is the organizational unit that seems most capable of involving both students and their parents, of developing the resources necessary to initiate and sustain such programs. There is concern however that such a decentralized model discriminates against schools that lack such leadership, and the economic support base of their community. Ourdoor programs have been conspicuous by the absence of minority students.

The results are hardly conclusive, but this one would hardly expect in highly politicized institutions such as the public school system. There are too many constituencies, each with conflicts within its own body to expect consensus. But out of the dialogue has come a set of objectives that would need to be met if the district is to be able to support experiential education ideas on a sustained basis.

PHASE VI Institutionalization: A Proposal

The next steps are clear, to develop policies, procedures and systems that will stabilize, support and encourage the continued development of Experiential Education programs. Whether done on a district wide coordinated basis, which seems unlikely given the current climate in the school district, or on a continued low profile, grassroots basis responding to interest and need as they arise, a more integrated network of support services would be helpful. Such a system albeit informal, would be possible given the existing commitment and trained talent within the district and the continuing involvement of OUTWARD BOUND personnel in a support role.

An institutional support system would include these functions:

A. Policy: There needs to be a clearer articulation of policy, how outdoor experiential education fits in with district goals. The earlier statements need to be simplified and refined. There needs to be less "program" emphasis, and more "process" emphasis, a closer integration with ongoing curriculum, a shift from "add on" programs to the reallocation of existing resources, the replacement of less effective ways of teaching in some areas, the development of alternatives to present programs.

B. Administrative Procedures: These need to be clarified and articulated,

guidelines developed that outline standards, planning procedures and the support available, the priorities of the district, strategies for equalization of the development of educational services across the district, identification of those areas where uniformity is desirable and necessary.

C. Management Models: It would appear that the individual school is the basic organizational unit that is most effective in implementing experiential education. This is the level at which all the constituencies of public education come together and interface: students, their parents, the community, teachers and the principal with his staff. This is where the teaching act finally takes place, the interaction between the people involved, students and teachers, and the body of knowledge and experience called curriculum. If change is to take place, it must take place at this level. Change strategies have been most effective at the individual school level. This has proven true in our experience and is supported by educational research.

How then to make the individual school a more effective operating educational unit? Strategies are needed that improve the interpersonal climate within a school, that improve the relations not only between faculty and administration (increasingly an adversary relationship), but also the interpersonal relations between faculty and faculty, faculty and students, the school and the community. Ways need to be found to reallocate existing educational resources, to reallocate teachers time, and to reschedule student time. Curriculum needs to be reorganized to incorporate and integrate experiential concepts as they evolve. Planning models need to be developed that make the organization and coordination of experiential activities more thorough, and effective. Strategies need to be devised to broaden target populations such as minority students and the handicapped, who have various cultural, physical and perhaps economic

resistance to such programs.

D. Curriculum Development: Existing curriculum and program models such as the senior seminar, integrated field studies need to be further documented, refined and the results disseminated. New curriculum models need to focus more on integrative notions, using experiential concepts as a method and a process, rather than creating separate programs. There needs to be a better integration with existing experiential programs such as Career Education, Special Education, Physical Education, Bi-cultural Education and others. As integrated programs develop, special attention will need to be given to the involvement of minority students, and perhaps special programs designed that will involve and motivate them. There needs to be a much greater involvement of the central administrative curriculum development staff. An experiential program needs to be seen as a progression from kindergarten through grade 12.

E. Professional Staff Development: The teaching act is decentralized and highly individualistic. In education if any change is to take place institutionally it must begin with the teacher. Professional staff development is the corner-stone of any institutional structure to incorporate and support outdoor experiential education programs. This needs to take place at several levels:

1. Entry level: Ignition experiences are needed to provide provide faculty and administrators with an understanding of the basic concepts, process, methods and curriculum possibilities. It has been shown that this is done most effectively through immersion in the experiences themselves.

2. Curriculum development: These are needed to build on initial

experiences, to provide opportunities for those who are motivated to gain in depth understanding of the state of the art as being practiced in other schools, as well as an opportunity to develop curriculum to meet the needs of their students, to integrate into the ongoing programs of the school in ways that are consistent with the teacher's creativity and energy.

3. Team building: If the school is seen as the basic organizational unit for the incorporation of experiential concepts, workshops are needed at a building level to develop support teams, to develop curriculum that is interdisciplinary, that crosses traditional curriculum boundries, to reorganize, to reschedule time blocks and the use of school space, to develop strategies to involve students and the community as a support base.

4. Renewal experiences: This addresses itself to two areas of concern. Given declining student populations, most school districts are in a relatively stable, no growth posture. There is much less mobility among teachers, less turn over. Most of the people teaching today will still be teaching ten years from now. How does one keep new ideas coming into a system that has a relatively stable faculty? This is particularly vital in an area such as experiential education which has appealed largely to the younger teacher. What sort of growth experiences can be provided for the forty year old? How does one help the professional teaching cadre continue to be energized, to grow and develop new awareness and competencies? OUTWARD BOUND has begun to address itself to this problem in the area of industry, with women in transition, with corporate executives. Workshops need to be developed for educators as well.

The second problem has to do with the burn out factor experienced by many who become involved in such programs. How does one keep the experienced veteran on a growth pattern? What is motivating for him or

her? How can their energies be tapped to institutionalize the change process? A collegium of competent professionals needs to be organized to continue to nurture this talent.

5. Training of trainers: In the long run if a district is to be able to sustain such programs on its own, it must develop the capacity to train its own people. This has already begun and needs to be better organized. The energies of the most competent and capable need to be enlisted to train those entering the field.

F. Resources Support: A support network has already begun to emerge in the district. Programs would benefit if it were better coordinated. While the system would be better organized and more rational if it were staffed by a full time person this is probably not vital if existing personnel were better utilized. These areas need attention:

1. Curriculum materials: There is a need to research and document existing programs, to develop new curriculum models, and to make this material more readily available. Teachers have been the prime movers in this area. This should continue. They could benefit from the support of the central staff.

2. Equipment: Backpacking equipment has been purchased, is well housed and maintained. Provision needs to be made for the purchase of equipment to cover other areas, canoeing, rafting, field research, perhaps bicycling, and other programs.

3. Transportation: Current district policies may need to be reexamined to provide travel support for experiential programs. This will become easier as more program development takes place in the local community and surrounding areas.

4. Teacher released time or reassignment: Ways of reallocating teacher time need to be explored. Teacher time represents the largest cost of these programs. Ways of rescheduling, teaming assignments, complete new structures such as the school within a school, the alternate semester, where a team of teachers are given a group of students and are responsible for their total education; substitute banks; all of these need to be explored more fully.

G. Safety System: Many of these programs represent activities not normally included in the school curriculum. Some are seen as involving higher risk, indeed risk taking is seen as a positive educational benefit. Standards of risk taking need to be defined, procedures adopted that makes risk taking acceptable, insurance implications clarified. Here likewise considerable progress has been made that needs to be refined and built upon.

H. Evaluation Models: Education is being subjected to the test of accountability. Experiential education can be no exception. The onus is on a new program to demonstrate its effectiveness. The difficulty is that the state of the art in evaluation does not lend itself readily to evaluating the broader, more value centered goals characteristic of experiential programs.

Models have begun to be developed that need to be more broadly applied. Without immobilizing teachers evaluation models need to be designed that give more precise feedback on what is being done and how effective such programs appear to be in achieving the goals they espouse. This need not require the advanced skills of a trained social science

researcher, but rather the skills of the trained observer, the naturalist or the anthropologist as the professional model, skills that the sensitive teacher already possesses.

PHASE VII DIFFUSION: A Project Development Model

Is there some way that the lessons learned in the past nine years can be passed on to other institutions, schools, and youth institutions? Can models be developed and programs designed that have relevance beyond the experience of this one school district?

In a sense this has taken place from the start. While the focus of activities has been on Colorado Springs School District 11, other institutions have also been involved. Colorado College experimented with OUTWARD BOUND training as a way of preparing dormitory counsellors in using the outdoors as a counselling media; some of this continues. They also briefly experimented with integrating an anthropology course with an expedition to the Taramahara Indians in the canyon of the Barranca del Cobra in northern Mexico. The Boys Club of Colorado Springs has included OUTWARD BOUND training in their summer camp program and on occasions have hired OUTWARD BOUND professional staff. The most successful adapter has been The Colorado Springs School, a private school for girls (now coed); the dean and over half the faculty have had OUTWARD BOUND training and they have incorporated the concepts into a variety of programs made possible by rescheduling the academic calendar to include three interim weeks during the year, and eventually moving the whole school year to block scheduling with three and six week time blocks for each study period. Their field experiences have included river expeditions, grasslands ecology, a sailing expedition on Lake Powell, winter

ecology, snow physics and avalanche prediction and cross country ski expeditioning. These programs developed spontaneously, as a part of the creative spin off from OUTWARD BOUND activities and training programs in the community.

What is needed is a diffusion model for program planning that anticipates institutional resistance, the hazards and pitfalls of organizational change, that has strategies for community support and collegial team building built in from the outset as a part of the planning process. It must consider these factors as well as the more obvious functions of faculty training and curriculum development.

Discussions held with the administration and a faculty planning team from Harrison School District 12 have clarified a set of assumptions about a program development process.

A. <u>At a policy level there should be the following determinations</u>:

1. Experiential Education should be an integral part of the district's educational program.

2. Hence it must express the goals, concerns, priorities and resources of the district.

3. It is seen as an alternative method and process of education that will complement existing programs and not as a substitute for the existing educational programs.

4. It will be introduced at all levels, kindergarten through grade 12.

B. <u>At an administrative level</u>:

1. Planning for program development needs to involve all constituencies of the school district--the administration, management (principals and staff), faculty, board members, students, parents and

the community.

2. An action-centered goal setting process should be developed that involves a cross-section of the school community in OUTWARD BOUND experiences, information gathering, professional staff development, and pilot program experimentation. This process implies a cooperative, participatory style of decision making. It could well take a year before loyalties can be developed, energy levels tested, and a realistic set of goals established.

3. The time frame for significant institutional change needs to be seen realistically as a three to five year period. A three year development plan needs to be devised.

4. The OUTWARD BOUND consultant has two roles, that of a technical expert in the area of planning and training, and that of a process person, concerned with how things are done as much as what is done, maximizing the involvement of a wide cross-section of the school community, having access to all levels.

C. At a management level:

1. The individual school is seen as the basic organizational unit for instruction and institutional change.

2. The school will need to have the flexibility to provide for basic organizational changes such as rescheduling, differentiated staff assignments, the reallocation of resources, teacher time and materials, in order to absorb experience based programs.

3. Training will be required to improve program planning skills, group decision making, through team building and community building experiences.

D. At a faculty level:

1. Institutions change only as people can change. This is particularly true in a decentralized and highly individualized profession such as education. Teachers must be involved in the planning, decision making and evaluation process from the outset.

2. An elitist view of staff development needs to be avoided, where the energetic, charismatic enthusiasts take over, leaving their more traditional colleagues behind. There needs to be a collegial commitment to the involvement of all that wish to be involved.

3. Faculty development needs to progress on several different levels: entry level training for consciousness raising, developing awareness and gaining basic information; curriculum development to expose teachers to the state of the art as it exists in other institutions, and to provide the opportunity to develop their own programs consistent with their own creativity capacities, relevant to the needs of their students; organizational skills required by new types of programs based on experience; basic outdoor leadership skills for those who choose this experiential media.

4. Faculty development should be seen as being sufficiently important to be held, at least in part, during the work week. A friday paid by the distrist and a saturday volunteered by the teacher has been an effective model.

5. Such training should enhance the teacher's professional standing either through the granting of in-service credit, or where training programs can be developed in cooperation with a teacher training institution, graduate credit should be given for in service training.

E. Curriculum Development:

1. OUTWARD BOUND or outdoor experiential education is not to be seen primarily as a program to be imitated, but rather as an educational process and value system to be adapted and integrated into ongoing programs.

2. Experiential education stresses not only cognitive academic learning, but also affective goals such as self confidence, group interaction, assuming leadership and responsibility, social concern and spiritual awareness. The educational concept is that of the whole person.

3. New curriculum will need to be developed that exploits the enhanced learning opportunities of experience, inter-disciplinary studies, and more precise learning theory that integrates the academic with the experiential.

4. Sequential and graded activities need to be developed progressing from early education through high school.

5. Special emphasis needs to be given to the involvement of those students who would not normally identify with such activities by reason of physical, cultural, social or economic differences.

6. New programs that are merely "add on" programs are not a long range solution. New programs must be proven to be more effective than existing programs and valid data gathered to justify the replacement of less effective ways of teaching.

7. Experiential education can become a catalyst for the re-examination of basic educational goals and assumptions.

F. Resources Support:

Experiential programs place demands on a school system that go beyond those normally contemplated in a traditional classroom setting.

From the outset plans need to be developed that provide additional resources in the areas needed such as:

1. Equipment: Outdoor equipment will need to be selected, consistent with the nature of the environment being used, the type of program planned, the capabilities of the students and the staff, the age and size of students, the climate and time of year the program is to operate. Purchases need to be made, warehousing provided, an inventory control system set up, and regular maintenance, cleaning and replacement provided.

2. Curriculum Materials: Reference books, resource materials, curriculum guides, films and slides are all needed to support such programs. As curriculum materials are developed they need to be collected, stored and made available. Much of the curriculum materials will be informal, magazines, pamphlets, paper backs, rather than coventional texts. Much of it will be mimeographed and photocopied.

3. Transportation: Experience based education draws upon the community, the outdoors, often in remote settings as learning environments. A well thought out transportation plan is one of the corner-stones of the program, whether public transportation is used, or parents' cars, or whether students drive themselves, or school buses or special vehicles are purchased specifically for the program.

4. Food Services: Many programs will be residential in nature, necessitating being away from home over night. Some may involve prolonged excursions. Food planning is a central function, whether students are responsible for their own feeding, or whether meals are provided.

G. Safety System:

Experiential programs involve risks not normally assumed by a school system, indeed many of the outdoor program activities are deliberately

risk taking by design. Appropriate policies, procedures, rules and precautions need to be built into the program, as a part of program planning. Safety attitudes need to be inculcated at all levels. Safety needs to become predictive rather then reactive, thought taking place before the event, rather than after. Insurance implications need to be researched in the interests of students, faculty and the school system.

H. Accountability:

Experiential learning, action centered learning, adventure centered education, alternative education by definition represent a different approach to education and a reappraisal of traditional educational goals. It will be questioned by many and challenged by some.

Accountability in programs needs to be seen at several different levels. There is the usual accountability to the administration and principal that one usually accepts in a school system, but there must also be accountability to one's professional teaching peers, to parents and the community, as well as to students. Are they really learning what we claim they will learn?

Evaluation is part of the process. This is made difficult in as much as the usual evaluative techniques have not been designed for this form of education, and do not measure the affective goals of experience learning. There is a need however to collect accurate data, to describe fully what has been done. The skills of the naturalist, or the anthropologist, or even the investigative journalist are more appropriate at this stage, than those of the social science researcher. Cognitive learning should be tested in traditional ways, as much for comparison as anything. The professional teacher needs to gather data for himself so

he can improve on what he is doing. Impressionistic data that is subjective and impressionistic needs to be gathered in a systematic way. A regular reporting system devised to give principals and administrators the information they need to make decisions, to defend the program where necessary, and to gain support for it. Simple statistical research should be built into the evaluation design to lend further credence in professional educational circles.